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ABSTRACT

The "Being a Special Person" segment of the Choices and Careers: Free to Choose program is based upon five areas of study; this document features summaries of the information in those five units along with the basic aims of each unit. "The Outside You" unit focuses on being natural and the importance of good health habits. "Your Money" seeks to help girls understand their income and plan effective ways to manage it. "Food and You" stresses the need for adequate nutrition with special descriptions given to kinds and names of traditional Indian food. "Alcoholism" seeks to create an awareness of the signs and dangers of teenage alcoholism and to cite its effects on the individual, marriage, and family life. "Coping With Parents" deals with some of the causes of parent-child conflict. "Life Span Planning" enumerates steps taken to help girls become aware of the need to plan what they want to do with their lives. An activities section and "Things to Do With Your Daughter" lists discussion topics, games, and other activities parents might use to help their daughters understand the concepts explored in these units. (DS)

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Being A Special Person

by Cathaleen Finley & Marian Thompson
Illustrated by Amy Martin

Choices & Careers
Free To Choose

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About The Author

The unit was adopted by Cathaleen Finley and Marian Thompson from units written by Cathaleen Finley, Debbie Tucker Kruger, and Marian Thompson.

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Illustrations for the unit were done by Amy Martin.

About The Program

"Being a Special Person" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

W3P29

Being A Special Person
The Outside You

Although we have tried to help girls value what is inside themselves rather than their physical characteristics, it is important for girls to develop some good grooming habits. The unit "The Outside You" focuses upon being natural and practicing good health habits.

It is helpful if girls understand that how they look is somewhat like truth in packaging. The package (the image) should be as they really feel, or as they want to feel, or as they want others to see them.

One idea of interest to young tribal girls is that while many people think that sweat baths came from Sweden, they were used by many Indian tribes long before white people came to this country. Long ago, Indian people bathed every day, even in the wintertime when they used lakes and rivers for their bathtubs. In fact, it was people across the sea who invented perfumes to cover up their body odor because they didn't take baths. In fact, one person who was recording history long ago wrote, "Indian women were both cleaner and healthier than white women of the American frontier."

The unit also focuses upon care of complexion, a problem that troubles some teen-age girls.

It is helpful for girls to understand that dust, oil, and stale make-up leads to pimples, blotches, and bumps. Despite regular cleansing of the face, a girl may still have skin problems. Sometimes skin problems are part of growing up and are due to changes within the body.

If a girl has acne, it is important for her to clean carefully the part of the skin that is touched by her hair. Oil from the hair can add to her troubles. Squeezing pimples can make them look worse and injure her skin. If the condition of a girl's skin really bothers her, she could try using a grain soap, which can be purchased at a drug store. At a drugstore she can also find some nonprescription medicated acne lotions that may help.

If a girl is really troubled by a skin problem, she should see a physician or a dermatologist. A dermatologist is a doctor who specializes in skin care.

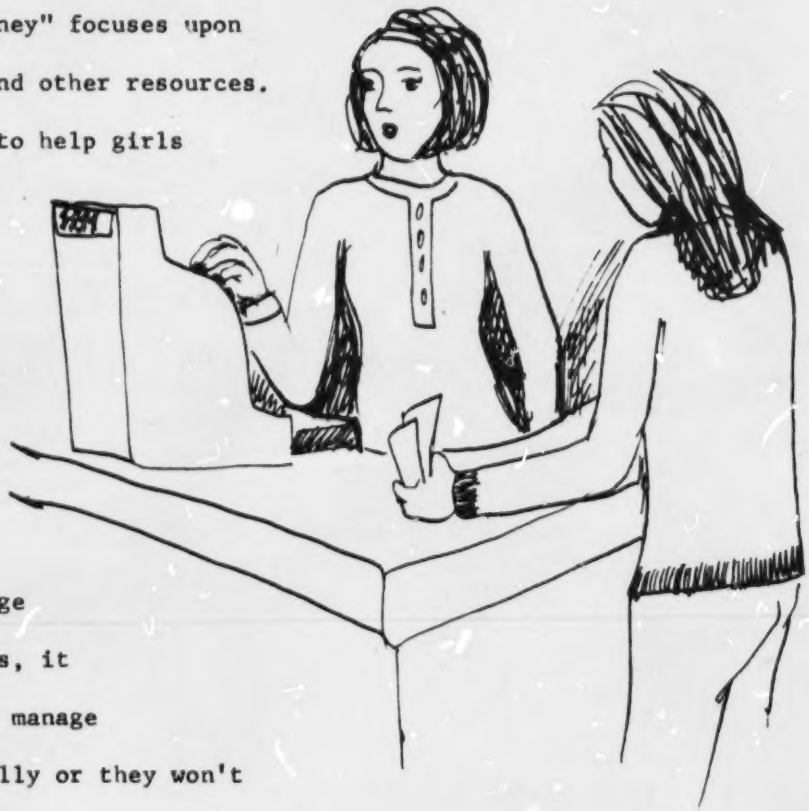
Some things are priceless and belong only to an individual. One of those things is posture. A girl's posture can be her signature. Help the girls sign their name attractively instead of with a slump. Standing tall and proudly is related to a positive self-concept. Help the girls understand that good posture affects how they feel about themselves and how others view them.

If girls think that good posture is more trouble than it's worth, remind them of the Zuni women who carried pottery on their heads as part of a ceremony.

Dental care is another idea discussed in the unit "The Outside You." Remind girls that a smile is a funny thing! They can give it away as often as they like and still have one left. A smile that starts inside and ends up with well-cared-for teeth is instant beauty. For nice teeth

it is important for girls to brush their teeth at least twice a day, to use dental floss once a day, and to visit a dentist about every six months. Remind them that permanent teeth never grow back!

Your Money



The unit "Your Money" focuses upon managing one's money and other resources. The unit was designed to help girls develop management skills that will be useful particularly when girls are out on their own. Even though financial aids are available to college and vocational students, it is vital that students manage their resources carefully or they won't have an adequate amount.

The spending of one's money is a personal thing. While there are principles for people to use when managing their money, it is helpful for girls to remember that the use of income is partly determined by values, goals, and attitudes.

For people to get what they really want from their money, they need to have well defined goals. For teen-age girls, goals may include saving for a bike or saving for education beyond high school. Those would probably be long-term goals. Girls might also have some short-

term goals, such as buying a new record, seeing a certain movie when it comes to town, or buying a new pair of jeans. Setting goals is a way of saying, I will do such and such by a certain time.

When a person is setting goals, it is helpful to remember that money can be divided three ways. Money can be spent on oneself, it can be saved, or it can be shared with others.

Knowing her income is one of the first steps a girl takes in managing her income, and knowing how she is spending her money is the second step. With these two pieces of information, she is ready to make a spending plan. With a well thought out spending plan a girl is well on her way to managing her money.

But money is not the only resource that people have to manage. For example, time, energy, skills, knowledge, material possessions, and community resources can all be used in place of money. A girl can check a book out of the library rather than buy one. Or a girl can use some time and skills to make a gift rather than to buy one.

Throughout the unit the "Big S's"—spending, saving, and sharing—are emphasized.

It is hoped that by studying the unit the girls will develop management skills so that lack of financial resources will not hinder their education beyond high school.

Food and You

How a girl feels is affected by the food she eats. If she is to

be able to develop and use her talent, it is important for her to have adequate nutrition.

Readings on nutrition repeatedly state that teen-age girls are probably the most poorly nourished members of the family. The nutrients most commonly lacking in their diet are calcium, iron, Vitamin C, and Vitamin A. Frequently the amount of iron in the diet of a teen-age girl is inadequate.

Being overweight is a pressing problem among teen-agers.

There are several reasons for these nutrition problems. One is the fact that many girls skip breakfast. They oversleep or take too long getting ready for school. Many girls skip breakfast for fear of becoming fat.

Teen-agers often make a poor selection of snacks. Some snacks provide a large number of calories but few of the nutrients needed for growth and good health. Many girls don't drink enough milk, believing that milk is for children or that it will make them fat. Fat seems to be a common and constant worry among teen-age girls.

Based on these facts, a unit on nutrition, called "Food and You" was developed for the program.

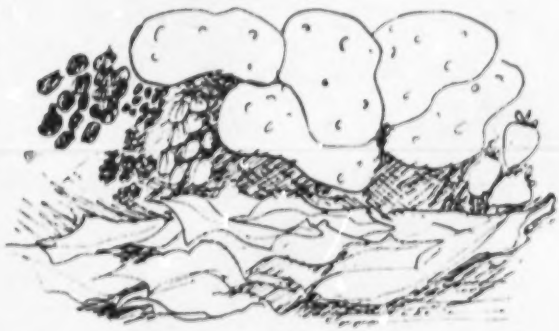
Special emphasis is given to traditional foods in this unit. Long ago many tribal groups probably had very good diets. They probably had lots of Vitamin A in their diet from eating dark-yellow foods such as squash and pumpkin and dark leafy green foods such as dandelion greens. Another source of Vitamin A was liver from various fish and animals. Following are the Chippewa names for some Vitamin A foods of long ago.

You may want to help your daughter learn the tribal word for these foods if you are not a Chippewa.

Oquin (liver)
Ogocseman (squash)
Ogwissiman (pumpkin)
Ocheebik (roots)
Ojawashkwabaga (green leaves)
Masquaconeg (dandelion greens)
Keche-ahneebish (swamp cabbage)

No doubt your ancestors got lots of Vitamin C from all the berries they used, such as blueberries, currents, strawberries, raspberries, and gooseberries. They also got some Vitamin C from wild potatoes and green leaves such as dandelion greens. Some Chippewa Vitamin C foods follow:

Penig (potatoes)
Menon (blueberries)
Meshejeemin (currants)
Odeimin (strawberries)
Misquemin (raspberries)
Shaubominin (gooseberries)
Ojawashkwabaga (green leaves)
Masquaconeg (dandelion greens)
Keche-ahneebish (swamp cabbage)



Chances are that long ago Indians stored a lot of iron in their bodies because they ate wild game, fowl, and fish. Wild berries also supplied some iron; and when people dried fruit for the winter, it provided them with iron. The tribes who had wild rice had another good source of iron. These are some sources of iron:

Gigo (fish)
Weas (meat)

Oquin (liver)
Odeima (heart)
Minun (berries)
Pakaakwe (fowl)
Manomin (wild rice)
Ojawashkwabaga (green leaves)
Keche-ahneebish (swamp cabbage)
Pahta meenewin (dried fruit)
Masquaconeg (dandelion greens)

Even though most tribes did not have milk to drink, they did have ferns and green leaves for food. Such foods provided the calcium they needed. Some Chippewa foods that provided calcium are these:

Weewaugagon (ferns)
Ojawashkwabaga (green leaves)
Masquaconeg (dandelion greens)
Keche-ahneebish (swamp cabbage)
Wagemindjig toodoo shahbo (mother's milk)

Of course Indian people long ago got plenty of protein from eating wild game, wild fowl from the forests, and fish from the lakes and rivers. Following are some of those protein foods:

Gigo (fish)
Weas (meat)
Mons (moose)
Bagan (nuts)
Nika (geese)
Oquin (liver)
Neegig (otters)
Ahmik (beavers)
Waboos (rabbits)
Asebun (raccoons)

Kag (porcupines)
Shesheeb (ducks)
Megekan (turtles)
Misissay (turkeys)
Panay (partridges)
Wawashkeshi (deer)
Atchitamo (squirrels)
Akugejesha (woodchucks)
Ocsenahquig (blackbirds)

As the white people began to take over the land and as tribal groups were placed on reservations, foods such as the above became scarcer and scarcer. When this happened, it's likely that people gradually had poorer diets and began using fewer fruits and vegetables and less meat and fish.

Today you might want to think of those foods from long ago as you work with your children so that they have good nutritional habits.

Alcoholism

"Alcoholism" is a unit that creates an awareness of the signs and dangers of teen-age alcoholism. It describes some of the causes of alcoholism, the effects of alcoholism upon the body, and the effects of alcoholism upon marriage and family life.

The "Alcoholism" unit also deals with the problems of the teen-ager with alcoholic parents, relatives, or neighbors. It stresses that first there must be an understanding of the fact that alcoholism is a disease and that the alcoholic is not to be rejected because of his or her alcoholism.

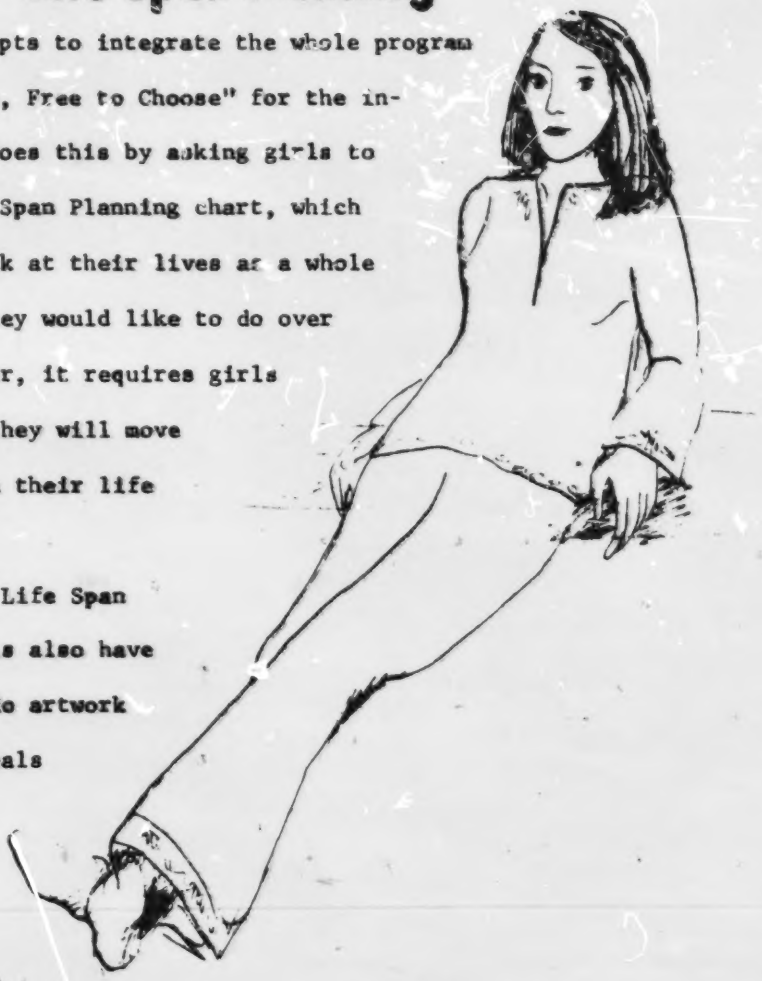
The "Alcoholism" unit points out that the first step in helping the alcoholic must come from the individual—an admission that he or she is an alcoholic. Next the alcoholic must seek help from other persons, agencies, and organizations that work with alcoholics.

Coping With Parents

"Coping With Parents" is a unit designed to help young girls understand the changes in a girl's physical growth and emotional and intellectual development, which frequently create conflict between parents and children. "Coping With Parents" also tries to help girls understand their parents' concerns, feelings, and attitudes as parents when children are in their adolescent years.

"Coping With Parents" is directed toward motivating teen-agers to take a variety of steps to reduce family conflict and enhance communications among family members rather than throwing the whole burden of understanding and reducing family tensions and stress upon parents.

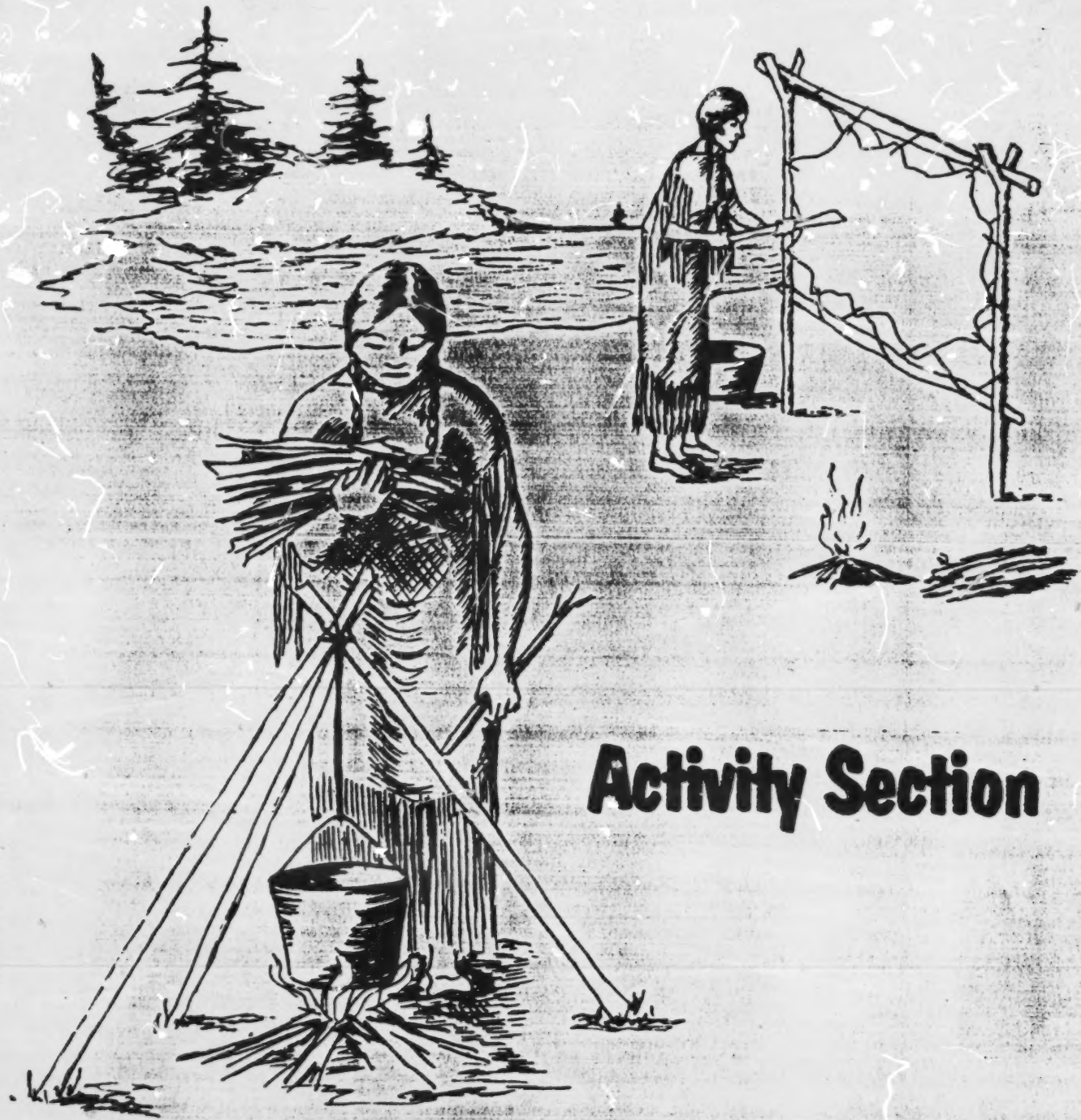
Life Span Planning



This unit attempts to integrate the whole program "Choices and Careers, Free to Choose" for the individual girl. It does this by asking girls to fill out their Life Span Planning chart, which requires them to look at their lives as a whole and to think what they would like to do over a lifetime. Moreover, it requires girls to think about how they will move from step to step in their life choices.

Along with the Life Span Planning chart, girls also have the opportunity to do artwork symbolizing their goals and aspirations through the use of Indian pictographs. This can be done with drawings, banners, or collages in any way the individual girl desires.

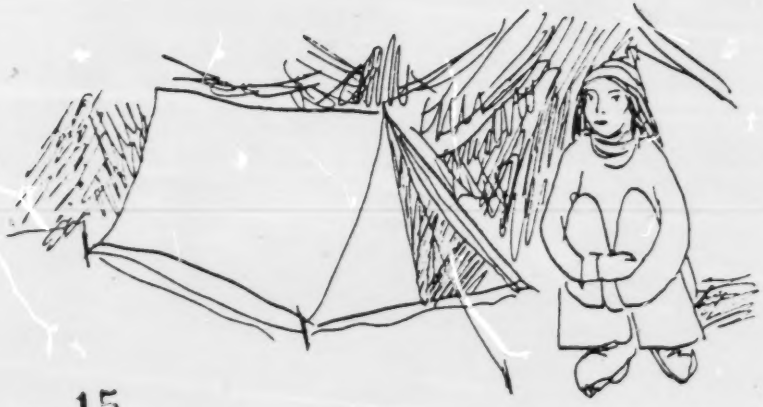
It is also suggested that these efforts provide the opportunity for inviting parents to view the creations of their daughters and to enjoy the opportunity of socializing together.



Activity Section

What I Like To Do

Strongly Agree	Agree	Don't Know	Disagree	Strongly Disagree	
_____	_____	_____	_____	_____	1. I go into debt for Christmas gifts.
_____	_____	_____	_____	_____	2. I would be upset if I had to do without a TV for the next few weeks.
_____	_____	_____	_____	_____	3. I like to write letters.
_____	_____	_____	_____	_____	4. I would like to go to a museum.
_____	_____	_____	_____	_____	5. I like to have friends visit me in my home.
_____	_____	_____	_____	_____	6. I like to camp.
_____	_____	_____	_____	_____	7. I would like to take a trip to the moon.
_____	_____	_____	_____	_____	8. I like to go to pow wows.



Your Diet IQ

1. Obesity is due entirely to heredity.

   _____ True _____ False

2. Meal skipping is a good way to lose weight.

   _____ True _____ False

3. Sugar is not as fattening as starch.

   _____ True _____ False

4. Protein foods are not fattening.

   _____ True _____ False

5. A girl should avoid breads and cereals when trying to lose weight.

   _____ True _____ False

Questions About Alcoholism

False	True		
____	____	1.	An alcoholic can control the amount she drinks.
____	____	2.	An alcoholic hurts only herself by her drinking.
____	____	3.	Alcoholism is considered to be an illness.
____	____	4.	Only skid row bums are alcoholics.
____	____	5.	Drinking a large amount of alcohol destroys brain cells.
____	____	6.	Alcoholism does not affect the individual's normal living pattern.
____	____	7.	It is estimated that between one in every 20, and one in every 12 persons over the age of 18, is an alcoholic.
____	____	8.	The life span of the average alcoholic is about 12 years shorter than that of the average nonalcoholic.
____	____	9.	Alcoholism does not affect the alcoholic's memory, judgement, or ability to concentrate.
____	____	10.	Alcohol ranks as the third major cause of death in the United States.
____	____	11.	The alcoholic knows that her drinking is not normal and that she is an alcoholic.
____	____	12.	Alcohol is a stimulant. (In other words, it helps rouse a person to activity or quickened action.)
____	____	13.	A "geographic cure" (moving to another area) can often help an alcoholic to stop drinking.
____	____	14.	Sixty percent of the people killed in drunken-driving accidents were in their teens.
____	____	15.	It is possible to drink "safely."
____	____	16.	There is no known cure for alcoholism.
____	____	17.	Alcohol affects all individuals in the same ways.
____	____	18.	The first step toward recovery for the alcoholic is to admit that she is an alcoholic.
____	____	19.	Blackouts, hangovers, and tremors are all symptoms of alcoholism.
____	____	20.	The rate of alcoholism in any culture is affected by the cultural attitudes toward use of alcohol.

Parents and Teenagers

TRUE	FALSE	
____	____	1. It is not natural and even <u>bad</u> for parents and their teenagers to argue.
____	____	2. Parents could be more lenient and nag less if they really wanted to.
____	____	3. Parents often count on and need the admiration of their children; teenagers often count on and need the admiration of their parents.
____	____	4. There is nothing that a teen-ager can do to change family life and make it better. This is the parents' responsibility.
____	____	5. If parents are enlightened and understanding, they will easily be able to adjust to their teen-ager's growing maturity and desire for freedom.
____	____	6. To become an adult, a teen-ager must be a little critical (to herself) of parents' ideas and values.
____	____	7. It is possible for parents and their children to understand each other completely and have no problems.
____	____	8. It is normal for a teen-ager at times to feel some anger against and disappointment in her parents.
____	____	9. There is no way to get rid of the problems that come up between teen-agers and parents.
____	____	10. There is no way to relieve the tension and anger that is created by the problems between teen-agers and parents.

THINGS TO DO WITH YOUR DAUGHTER

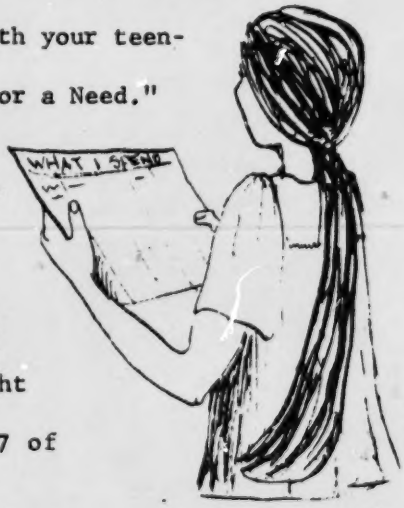
THINGS TO DO WITH YOUR DAUGHTER

The Outside You

1. On pages 7 to 12 of "The Outside You," Book I, pages 9 to 14 of Book II, and pages 11 to 16 of Book III, there are some commitment sheets for girls to use. You might enjoy helping your daughter complete the sheets. The sheets deal with skin, hair, posture, dental care, and good grooming.

Your Money

2. You might like to discuss the activity "Which of the Big S's?". The activity is on page 5 of Book I, and page 14 of Book II. "Which of the Big S's?" deals with the idea that money can be spent, saved, or shared.
3. People sometimes get confused between wants and needs when managing their money. A need is something that they must spend money for, while a want is something that they have some choice about. You might enjoy discussing with your teen-age daughters the stories in "A Want or a Need." The activity is on page 20 of Book II and on page 30 of Book III.



4. Setting goals that are reasonable for one's income is an important part of managing one's resources. You might like to discuss the stories on page 17 of

Book II and page 23 of Book III with your teen-age daughters.

5. Making choices regarding the use of one's income is part of money management. The stories in the activity "Making Choices" on page 15 of Book II and page 17 of Book III deal with this idea. You might like to discuss them with your teen-age daughter.

6. Savings is an idea frequently overlooked when a girl plans the use of her money. You might like to discuss the activity, My Plan for Sharing on page 24 of Book II and page 36 of Book III with your daughter.

7. Sometimes girls do not plan realistically for the future. It might be fun to work through the activity "Spending After School" on pages 37 to 38 of Book III with your older teen-age daughter.

8. You might enjoy doing some of the other activities in your daughters' book, "Your Money" with her.

Food and You

1. Play the game "Miss Healthy" using the following directions:

   Equipment needed: pencils, dice, and paper.

   Object of the game: Each player tries to complete or draw Miss Healthy, a stick person. As she shakes the die, she also learns the four basic food groups. She needs meat, 2 or more servings per day; milk, 3 or more per day; bread and cereals, 4 or more per day; and fruits and vegetables, 4 or more per day.

   Rules of the game: Each player must shaker her die, taking one try at a time until she has shaken a two ⚁ which may be used for either a body or a head. She may then proceed to add other parts of the body.

   Two = Meat Group = 1 roll for body
   1 roll for head

   Three = Milk Group = 1 roll for mouth
   1 roll for teeth
   1 roll for nose

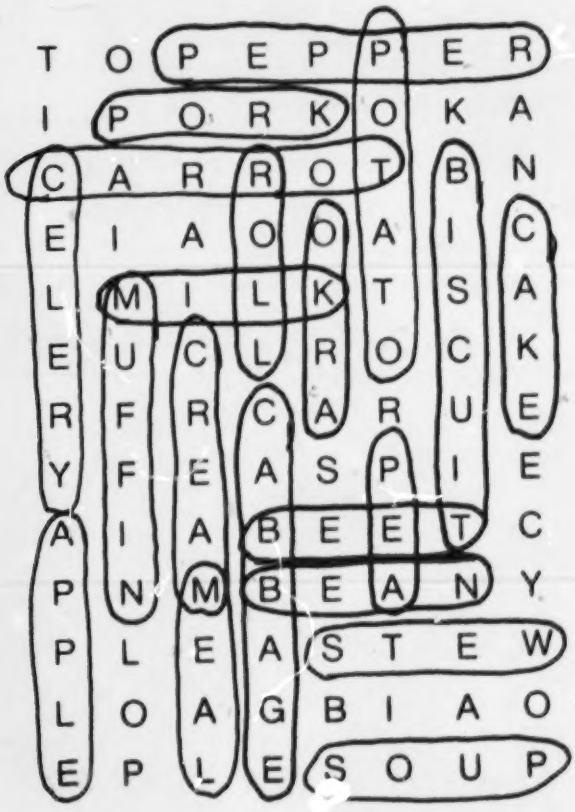
Four = Bread and Cereals Group = 2 rolls for 2 legs
2 rolls for 2 arms

Five = Vegetables and Fruits Group - 2 rolls for each eye
2 rolls for each ear

After the plays have become familiar with the game and have learned that 2 = meat group = body or head, etc., the game can be made more challenging by having the player name one of the foods in the group before she is permitted to draw that part.

Encourage your daughter to be creative in her drawings of Miss Healthy.

2. You might enjoy doing the activity "Scramble for Your Food" with your daughters. The activity is on page 10 of Book II and page 10 of Book III. Following are the answers.


T O P E P P E R
I P O R K O K A
C A R R O T B N
E I A O O A I C
L M I L K T S A
E U C L R O C K
R F R C A R U E
Y F E A S P I E
A I A B E E T C
P N M B E A N Y
P L E A S T E W
L O A G B I A O
E P L E S O U P

3. Help your daughter complete the "Tribal Food Scramble" on pages 7 and 8 of Book I and on pages 13 and 14 of Book II. Following are the correct answers:

quassh	squash
atem	meat
rveil	liver
shif	fish
rttule	turtle
kudc	duck
liwd ceir	wild rice
mupkpin	pumpkin
grasusapa	asparagus
ronc	corn
apmel syupr	maple syrup
soeom	moose
ntsu	nuts
toatosep	potatoes
naesb	beans
breirsesogeo	gooseberries
toros	roots
enegr vaelse	green leaves
nrfes	ferns
limkdewe	milkweed
delnoinad egrens	dandelion greens
rcuartns	currants
koech rcherseis	choke cherries
belubreirse	blueberries
rechcseir	cherries
aebr	bear
eder	deer

The answers to the questions are as follows:

Calcium foods are:

- green leaves
- ferns
- dandelion greens

Protein foods are:

- meat
- liver
- fish
- turtle
- duck
- moose
- nuts
- bear
- deer

Foods rich in iron are:

meat	wild rice	liver
moose	fish	duck
turtle	berries	dandelion greens

Sources of Vitamin A are:

liver
squash
pumpkin
green leaves
dandelion greens

Sources of Vitamin C are:

potatoes
blueberries
raspberries
gooseberries
dandelion greens
green leaves

4. Help your daughter build a stick woman using the game "Food and Health of Long Ago." The directions are on pages 9 and 10 of Book I and on pages 15 and 16 of Book II. The game provides further opportunity to develop appreciation for traditional tribal foods.

5. You might enjoy doing some of the other activities in your daughters' book, "Food and You" with her.

Alcoholism

1. You and your daughter might read the materials in "Alcoholism," Book III together and discuss the information with each other.
2. Read the case studies on pages 16 to 36 of "Alcoholism," Book III. You and your daughter might talk about them together. Do they resemble the life patterns of anyone either of you know? You might also talk about when the individual in the story could have recognized her alcoholism.

Coping With Parents

1. You will probably enjoy reading this unit in your daughter's book, "Coping With Parents," Book III and talking about it with your daughter. It could be a great moral booster because it involves daughters in the responsibility of resolving some of the conflicts that often occur during the growing-up years. "Coping With Parents" also provides a golden opportunity for you and your daughter to really understand how the

other thinks and feels.

2. You and your daughter might also enjoy some of the role playing situations on pages 20 to 21 of "Coping With Parents," Book III. Here is a great opportunity to have fun and switch roles—you assuming the role of teen-ager, and your daughter assuming the role of parent or adult. Often such role playing done in fun can provide real insights and understanding of the other's attitudes and feelings.

Life Span Planning

1. You may also like to discuss your daughter's Life Span Planning chart with her so that you will better understand your daughter's goals and dreams and then be more able to help her realize them. Your daughter will also benefit by knowing that you approve and want to help in every way possible.
2. You might also help collect materials and talk over with your daughter the kind of pictograph life collage she plans to do. It can be great fun to help her with it.